

# **A very thorough lesson on creating an Alphabet Book and Research**

Title – Alphabet Book

By – Carolyn Murray

Subject – Language Arts, Social Studies

Grade Level – 5th – 6th

Lesson Plan Format

## **I. INSTRUCTIONAL OBJECTIVE(S)/OUTCOMES:**

Students will:

- select a topic for their alphabet book.
- research the topic in the school library using books, periodicals, video and music available to them.
- use the electronic encyclopedias.
- use the Internet to research the topic.
- graph their ideas about the topic.
- use appropriate language for grade level one.
- create drafts for the class to critique and review.
- make illustrations for the book.
- publish the book and read it to a first grade student.
- review the process when completed.

## **II. CONTENT**

The students will use the reading process to research various resources and construct meaning from a wide range of resources necessary to publish an alphabet book for the first grade reading level. The students will use the writing process effectively to prepare for the published edition by focusing on a central theme or topic, drafting their ideas into sentences, communicating the ideas

of the topic chosen and producing the final edition of the book, complete with illustrations. The students will understand the common features of a variety of literary forms before publishing the alphabet book. These books will be brought to the first grade classroom and shared with the students.

Sunshine State Standards – LA.A.1.2.1

Read text and determine essential information relevant to project

Sunshine State Standards – LA.A.2.2.8

Selects a variety of appropriate reference materials

Sunshine State Standards – LA.B.1.2.1

Prepares for writing by recording thoughts and purpose grouping ideas and focusing on the central idea

Sunshine State Standards – LA.B.1.2.2

Drafts and revises writing in cursive that focuses on topic, demonstrates sense of complete/wholeness, demonstrates a command of the language, has correct verb/noun forms and subject/verb agreement.

Sunshine State Standards – LA.B.1.2.3

Produces final documents edited for correctness

Sunshine State Standards – LA.B.2.2.2

Organizes information alphabetically

Sunshine State Standards – LA.B.2.2.4

Uses electronic technology, word processing software and electronic encyclopedias to create, reuse, retrieve and verify information

Sunshine State Standards -LA.E.1.1.2.5

Identifies and uses literary terminology appropriate to the grade level

### III. INSTRUCTIONAL PROCEDURES:

Lesson Initiating Activities: The teacher will discuss with the class how students learn to read by associating words to pictures in story books. Primary literature books will be shared with the

students to show the use of simple words with bright colorful pictures. Students will be introduced to alphabet books and shown samples of those already in print.

Core Activities: Students will choose topics to write their alphabet book about. The students will research their topics utilizing resource materials found in the library and on the computer including the Internet. Drafts of their book will be written and reviewed by their peers and teacher. Students will illustrate and publish their books. As students work on books, they will record their thoughts or questions on the “Alphabet Board” bulletin board.

Closure Activities: Students will take their books to the first grade class and read them to the students. After sharing their books the students will reflect upon the entire project and share their experience with their classmates. Students will also record the activity in their classroom journal. The teacher will collect the books and grade them. Students may give their books to the first grade class for the student library.

#### IV. MATERIALS AND EQUIPMENT:

Alphabet books Primary reading books

Construction Paper Glue

Scissors Markers/Crayons/Colored Pencils

Old Magazines Library Reference Materials

Computers with Internet Access Computers with Word Processing Programs

Children’s Music Bulletin Board – Decorated for Project

#### V. ASSESSMENT/EVALUATION:

Assessment will be ongoing. Students will be graded by using the rubrics attached.

#### VI. FOLLOW-UP ACTIVITIES:

Students will record their thoughts and feelings to the project in their Classroom Journals. They will be asked to share their thoughts on their books and their answers to the following questions:

My alphabet book was great because ...

My alphabet book was okay because ...

My alphabet book was horrible because ...

If I could change anything about the book it would be ...

I enjoyed \_\_\_\_\_ the most and why.

I disliked \_\_\_\_\_ and why.

I found \_\_\_\_\_ the easiest because ...

I found \_\_\_\_\_ the hardest because ...

## VII. SELF ASSESSMENT:

To be completed after the lesson is taught.

Lesson Plan Format – Day 1

## II. INSTRUCTIONAL OBJECTIVE(S)/OUTCOMES:

Students will:

- select a topic for their alphabet book.
- understand the level of language appropriate for first grade reading

Sunshine State Standards -LA.E.1.1.2.5

Identifies and uses literary terminology appropriate to the grade level

## III. INSTRUCTIONAL PROCEDURES:

Lesson Initiating Activities: The teacher will discuss with the class how students learn to read by associating words to pictures in story books. The teacher will show various examples of children's literature. The concept of alphabet books will be discussed. Samples of alphabet books will be shown to students.

Core Activities: Have the students read the primary books out loud so all students hear the simple language used. Ask each student to tell what they liked most about the book (i.e. pictures, layout, design) The teacher will share the alphabet books with the students.

Ask the students to start thinking about topics for their books. Each student will choose a topic. The teacher will initiate a class brainstorming session to think of different topics for the alphabet books. (Ask a student to write the topics on the board) Examples of topics are:

Plants Animals States Airplanes Things Ants

Toys Fish Vertebrates

Food Dogs Cats

Colors Shapes School

Numbers Weather Clothes

Language (words) Countries Places

Nocturnal Animals Games Things in a house

Closure Activities: Ask students to write down their chosen topic on a piece of paper and give to the teacher. The teacher will record all the topics. If time permits students may break into small groups to start “interviewing” peers about their topics for ideas. Students may place questions or comments on the “Alphabet Board” and they may respond as well.

#### IV. MATERIALS AND EQUIPMENT:

Various primary reading books (one for every student)

Alphabet books to show to students (see biography attached)

Bulletin Board – Decorated for Project

#### V. ASSESSMENT/EVALUATION:

Assessment will be ongoing. Students will be graded by using the rubrics attached to the sheet.

#### VI. FOLLOW-UP ACTIVITIES:

Students will be asked to discuss this activity with their parent(s). The students may get ideas or words from this discussion and use for their book. Students will be encouraged to continue thinking about their topics when they leave the classroom. They may find reference material at home to use for the project as well.

Lesson Plan Format – Day 2 and Day 3

#### II. INSTRUCTIONAL OBJECTIVE(S)/OUTCOMES:

Students will:

— research topic in library using reference materials, periodical, literature, video and music sources.

— use the computer to go on the Internet for information.

— use the electronic encyclopedias for research.

— take notes on words or topics to use in book.

Sunshine State Standards – LA.A.1.2.1

Read text and determine essential information relevant to project

Sunshine State Standards – LA.A.2.2.8

Selects a variety of appropriate reference materials

Sunshine State Standards – LA.B.1.2.1

Prepares for writing by recording thoughts and purpose grouping ideas and focusing on the central idea

Sunshine State Standards – LA.B.2.2.2

Organizes information alphabetically

Sunshine State Standards – LA.B.2.2.4

Uses electronic technology, word processing software and electronic encyclopedias to create, reuse, retrieve and verify information

### III. INSTRUCTIONAL PROCEDURES:

Lesson Initiating Activities: The teacher will discuss with the class the resources available in the library and on the computers. The library rules will be reviewed. Class will go to the library.

Core Activities: The students will be asked to find a work table and start researching their topic. Librarians and the teacher will assist them in finding the resources.

Some students may not find information on their chosen topic. The teacher will allow the student to change topics if he/she sees the students struggling to find appropriate information.

Closure Activities: At the end of day 3, if time permits, ask students to start graphing their ideas. An example of graphing is webbing. What students do not finish will be homework.

### IV. MATERIALS AND EQUIPMENT:

Library information

Librarians

Computers

## V. ASSESSMENT/EVALUATION:

The teacher will be walking around and checking on the students' progress.

Assessment will be ongoing. Students will be graded by using the rubrics attached to the sheet.

## VI. FOLLOW-UP ACTIVITIES:

Day 2 – If students choose to work on the topic research at home they are encouraged to do so. Sharing the topic and information collected with their parent(s) will also be an option for students to do.

Day 3 – Student are asked to complete the graphing of ideas for homework if they did not finish in class.

Lesson Plan Format – Day 4 and 5

## II. INSTRUCTIONAL OBJECTIVE(S)/OUTCOMES:

Students will:

- complete hand written rough draft of alphabet book.
- share hand written draft with peers for critique.
- use word processing program on computer and type their book.
- review children's books
- talk about using the appropriate words for the first grade level
- discuss appropriate writing sentences written for the first grade level

Sunshine State Standards – LA.B.1.2.2

Drafts and revises writing in cursive that focuses on topic, demonstrates sense of complete/wholeness, demonstrates a command of the language, has correct verb/noun forms and subject/verb agreement.

Sunshine State Standards – LA.B.2.2.4

Uses electronic technology, word processing software and electronic encyclopedias to create, reuse, retrieve and verify information

Sunshine State Standards -LA.E.1.1.2.5

Identifies and uses literary terminology appropriate to the grade level

### III. INSTRUCTIONAL PROCEDURES:

**Lesson Initiating Activities:** The teacher will pass around various children literature books for early elementary level. Children's music will also be played to heighten the awareness of the language used. Students may break into groups and share the books amongst their group. After a short time, student will come back together and discuss what words they feel are appropriate. A list of questionable words will be written on the board and the students will collectively decide if the words should/should not be used for the first grade.

**Core Activities:** The students will complete a handwritten form of the book. The students will share the book with their group peers for editing and the students will edit other group members books. Students will use colored pens so edits are easier to see when making corrections. (After the group has seen the books, the students may show the books to the teacher for review.) After their book has been edited by their peers, students may begin typing the words on the computer (teacher will set the computer up prior to this point).

Once the student has a copy from the computer, the student will ask his/her group to edit it again for spelling and punctuation errors with colored pens. The students will make the necessary corrections on the computers as they become available.

**Closure Activities:** The teacher will review with the class what a peer is to look for when editing a book. The students will review an example piece prepared by the teacher. The students will get into groups for peer edit and review.

Students will be asked to discuss their progress with the books and where they are having the hardest or easiest time. The students will record information in their Classroom Writing Journal.

### IV. MATERIALS AND EQUIPMENT:

Children's books Children's music

Computers Colored Pens

### V. ASSESSMENT/EVALUATION:

The teacher will be walking around and checking on the students' progress.

Assessment will be ongoing. Students will be graded by using the rubrics attached to the sheet.

### VI. FOLLOW-UP ACTIVITIES:

Students may take their books home for parental review and edit.

Lesson Plan Format – Day 6



## II. INSTRUCTIONAL OBJECTIVE(S)/OUTCOMES:

Students will:

- illustrate pictures in their book
- publish book
- check for completeness
- present to the class when completed

Sunshine State Standards – Writing 1.3

Produces final documents edited for correctness

## III. INSTRUCTIONAL PROCEDURES:

Lesson Initiating Activities:

The teacher will share various alphabet books (from library collection) with students and the students will view the illustrations. The class will discuss ideas for appropriate illustrations.

Core Activities:

Some students may need to make last minute corrections and they may do so as the other students will work in their groups to create illustrations. While students work, teacher will have children's music playing. Teacher will assist those working on the computers.

Closure Activities:

Some students who have completed the project may present the books to the class (if time permits). Students will place their books on the tables for drying (if needed). Some students will take their books home to complete. Teacher will grade the books completed on the table that evening. (See rubrics)

## IV. MATERIALS AND EQUIPMENT:

Colored Pens/Pencils Crayons Construction Paper Scissors

Alphabet books (teachers) Magazines Glue Markers Music

## V. ASSESSMENT/EVALUATION:

The teacher will be walking around and checking on the students' progress.

Assessment will be ongoing. Students will be graded by using the rubrics attached to the sheet.

#### VI. FOLLOW-UP ACTIVITIES:

Students will take their books home to finish illustrations if necessary.

Lesson Plan Format – Day 7

#### II. INSTRUCTIONAL OBJECTIVE(S)/OUTCOMES:

Students will:

- present to the class when completed
- take the completed books to the First Grade Class to share
- Review progress of project

#### III. INSTRUCTIONAL PROCEDURES:

Lesson Initiating Activities:

The teacher will discuss the books graded to date (share positives). The teacher will demonstrate how the students should read to the first graders.

Core Activities:

Students will present their books practicing how to read the stories. Students will then take books to the first grade class where the teacher(s) will pair them up and ask them to read to their first grade buddy. After stories have been read, the class will return to the classroom and review the project.

Closure Activities:

Students will be asked to write in their Classroom Writing Journal about this project. Students will conduct a verbal review with the teacher recording the ideas and responses of the students on the board. Students will be asked to express their likes and dislikes, hardships and easy parts.

#### IV. MATERIALS AND EQUIPMENT:

Classroom Writing Journals Completed Alphabet Books

Chalkboard Chalk

#### V. ASSESSMENT/EVALUATION:

Students will be graded by using the rubrics attached to the sheet.

E-Mail

[Carolyn](#)